



PRIORY SCHOOL
EDGBASTON

EARLY YEARS TRANSITION POLICY

(STATUTORY)

Trustee Committee:	Risk & Compliance	
Date Approved:	September 2025	
Next of Review:	September 2028	
Member of Staff Responsible:	Serah Mockbil – EYFS Manager	
Trustee Overseer:	Ms Mattison	
Intended Audience:	Employees, Volunteers, Parents and Visitors	
Relevance:	Whole School	No
	Early Years	Yes
	Preparatory	No
	Seniors	No
Access:	Website	Yes
	Internal	No
	Restricted	No

Our Mission Statement

Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.

In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.

The Governors and staff at Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

Rationale

Transition describes the movement that takes place from one familiar setting (including home) to another. It is defined as the process where policy and practice have been adapted to support children in settling in to their new learning environment.

At Priory School we organise transitions around the needs of the individual child. We understand that we have a duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child.

We want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We want our children to experience a smooth transition throughout their learning so that the pace and quality of learning are maintained to ensure that the children continue to make the very best progress. We understand that effective transition takes time and is a process rather than an event.

We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We want parents and carers to report that the transition for their child was excellent allowing a positive start to the new academic year.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

This policy addresses issues of planning and assessment as well as classroom organisation and teaching styles.

Equal opportunities and inclusion:

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. Measures are taken to ensure children with learning difficulties or specific needs experience a similar provision.

Transitions from other settings to Priory Poppets

- Parents have individual tours of the school where we discuss their child's interests and needs.
- Children are invited to attend a trial session/ settling in sessions.
- Parents are invited to attend a welcome to Nursery and Reception induction meeting if their child is starting Nursery or Reception at the beginning of the academic year.
- Parents are asked to fill in information about their child on an 'All About Me' form and welcome pack.
- Assessment/ learning information and safeguarding information is requested from the previous setting.
- Each child is allocated a key person when they start, to which will be confirmed as to who the child is bonding with the best.
- The SENDCO will contact other settings if needed and visit to discuss individual children's needs and to plan a smooth transition.
- Planning is based upon assessment information from the previous setting. A baseline assessment will be completed for a new child joining.

Internal Transition from Poppets to Nursery

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- Poppets staff meet with Nursery staff to discuss the children prior to moving up and handover key information to ensure a smooth transition. This will be the case for younger pupils in Poppets moving into another Poppets room (for instance, Baby Poppets to Mini Poppets)
- Poppets staff handover end of year reports and assessments, any SEND information, Records of increased differentiation, any EHC plans and any other relevant information.
- In the summer term, pupils in Poppets visit Nursery as part of their 'Meet the teacher' induction and transition to Nursery.
- Independence is focused on more in the summer term of Poppets to prepare them for small changes in Nursery.
- Parents attend a transition meeting in the summer term to inform them of the changes regarding Nursery.
- Existing parents are given a fact sheet detailing the similarities and differences between Poppets and Nursery
- Each child is allocated a key person.

Transition from Nursery to Reception

- Nursery staff and the SEND co-ordinator meet with Reception colleagues to discuss the children moving into Reception.
- Nursery staff hand over end of year assessments, reports, phase groups for reading, records of increase differentiation, EHC plans and health and dietary information to the Reception teachers.
- Planning is based upon assessment information from the previous class and assessment from baseline assessments.
- Parents receive information about the Reception Curriculum and are invited to attend an induction meeting in the summer term.
- Existing parents are given a fact sheet detailing the similarities and differences between Nursery and Reception.
- Parents are invited to fill out a 'home links' sheet detailing the child's interests and strengths to help their new teacher plan activities that are of interest to them.

Transition from the Foundation Stage to Year One

- Reception children attend a weekly assembly with Key Stage One. Christmas and Easter productions are shared with Key Stage One and the children attend the Key Stage One end of year awards ceremony and sports day. This enables the children to become familiar with the Key Stage One staff and some routines thus permitting all children to feel at ease and comfortable when moving into Year One. The Year One staff are mindful of the adjustment period necessary for Reception children entering Year One and plan their activities accordingly, particularly afternoon activities for the first half term. Year One staff work together with Reception staff to ensure a consistent, shared understanding of what the Early Learning Goals mean via internal moderation activities. Year One staff include the early learning goals objectives in their planning in order to help the children who are working at an emerging level reach their next steps. The Year One curriculum builds on and extends the end of the EYFS experiences the children have had. The teaching approach in Y1 ensures practical, kinaesthetic, purposeful and contextual learning takes place. Many children entering Year One have already been working on some Year One objectives.
- As the children progress through their year in Reception they are given opportunities to be able to learn independently and sustain longer periods of concentration. The staff ensure that the vast majority of children are able to read and write with increasing independence by the end of the Reception year and are ready for Year One. Children will be taught key knowledge and skills required for the Year One curriculum.
- Staff meet in the summer term to handover key information to ensure a smooth transition.

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- Reception staff hand over end of year assessments, reports, phase groups for reading, EHC plans and health and dietary information to the Year One teachers.
- In the Summer term, Reception will take part in key events with Key Stage 1 to familiarise them to their future key stage, such as assemblies, circle times and sports days.
- Reception parents will be given a booklet detailing the Year One curriculum. Existing parents are given a fact sheet detailing the similarities and differences between Reception and Year One. All parents are invited to attend a Year One Induction Meeting.

Monitoring and Review

The policy is constantly being reviewed to take into account any changes with contacts or procedures and take account of educational initiatives and respond to the future priorities of the school.

This policy will be monitored by the Early Years Manager, who will report to the Deputy Headteacher on its implementation on a regular basis. It will be reviewed by the designated member of the Governing Council